DOCUMENT RESUME

ED 377 023 RC 019 906

AUTHOR Spears, Jacqueline D.
TITLE Rural Teachers, Students Learn To Value Diversity.
INSTITUTION Kansas State Univ., Manhattan. Rural Clearinghouse for Lifelong Education and Development.
PUB DATE Dec 94
NOTE 8p.
AVAILABLE FROM Rural Clearinghouse for Lifelong Education and Development, Kansas State Univ., 111 College Court Bldg., Manhattan, KS 66506-6001 ($5).
PUB TYPE Collected Works - Serials (022) -- Information Analyses (070) -- Reports - Descriptive (141)
JOURNAL CIT Rural Clearinghouse Digest; v2 n1 Dec 1994

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS American Indians; Anglo Americans; *Change Strategies; Cultural Awareness; *Cultural Pluralism; *Educational Change; Elementary Secondary Education; Hispanic Americans; *Multicultural Education; Pilot Projects; *Rural Education; Rural Schools; *School Community Relationship; Teacher Attitudes
IDENTIFIERS Arizona; Washington

ABSTRACT

Rural counties are among both the most and the least ethnically diverse, conditions that offer different but equally compelling rationales for multicultural education. Diverse communities need to acknowledge their cultural wealth, creating community structures that respect differences and build on the strengths of each culture. Homogeneous communities need to import diversity, creating structures to explore how to function with cultures different than their own. Pilot projects in eight rural schools in Washington and Arizona demonstrate the different community contexts in which multicultural reform must act. In two elementary schools with rapidly growing Hispanic populations, change strategies have involved extensive staff development and efforts to increase parent participation. Three American Indian schools are integrating their own cultures into the curriculum while connecting students to other cultures through student and teacher exchanges with each other and with two other project schools having primarily Anglo populations. In addition to the exchanges, the two Anglo schools are offering students, parents, and staff a menu of opportunities to increase multicultural awareness. Teachers at an ethnically diverse high school are focusing on making all students feel a valued part of the school. These schools have followed similar patterns of evolution, which begins as teachers deepen their cultural awareness within the context of ongoing school projects, and proceeds to a change in the overall school culture. Contains 53 references and 16 organizations offering additional information on multicultural education. (SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RURAL CLEARINGHOUSE
DIGEST

VOL. 2, NO. 1
DECEMBER 1994

Rural Clearinghouse for Lifelong Education and Development College of Education, Kansas State University

ED 377 023

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Spears

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC019906

BEST COPY AVAILABLE

RURAL CLEARINGHOUSE
DIGEST
Rural Clearinghouse for Lifelong Education and Development College of Education, Kansas State University
VOL. 2, NO. 1
DECEMBER 1994

Rural teachers, students learn to value diversity

by Jacqueline D. Spears

Rural counties are among both the most and the least ethnically diverse. According to the 1990 Census, fourteen of the thirty most diverse counties are rural—including counties in Alaska, Arizona, Georgia, New Mexico, North Carolina, and Texas. New Mexico alone accounts for five of the most ethnically diverse counties, as its several mountain ranges are home to rural Latino, Native American, and Anglo cultures. At the other end of the spectrum, half of the fifty least ethnically diverse counties are also rural. Farming areas across the Great Plains are often nearly all Anglo. Rural counties in the Southeast and Southwest can also be very homogeneous, reflecting concentrations of either African American or Native American populations.

Diversity and the lack thereof offer different but equally compelling rationales for multicultural education. Diverse communities need to acknowledge their cultural wealth, creating community structures that respect differences and build on the strengths each culture contributes. Homogeneous communities need to import diversity, creating structures that enable their members to begin exploring how to function with cultures different than their own.

For the past six years the Rural Clearinghouse has received support from the Ford Foundation to explore multicultural reform in rural schools. Pilot projects in rural Washington and Arizona have introduced us to the different community contexts in which multicultural reform must act. Rural educators have shared the processes through which they construct meaning and accomplish change. Their voices offer insight into the growth that individuals and their institutions experience when they begin to look more closely at the issue of culture.

Building a more inclusive "we"

Sunnyside and Zillah are small communities located along the fertile valley of the Yakima River in south central Washington. Once affected by the seasonal influx of migrant workers, both communities are now home to a permanent Hispanic population that is growing rapidly. The "we" that was once Anglo is fast becoming a "we" that includes a second culture.

"We needed to value the cultural differences our students brought to school—use these differences to build a more inclusive we."

Hilton Elementary School has seen its Hispanic student population double in less than three years. In the words of its former principal, "[We] started out thinking about what we needed to do for *them*—the growing Hispanic population. Then we realized that *we* needed to change. We needed to value the cultural differences our students brought to school—use these differences to build a more inclusive we." What followed was an extensive staff development effort that brought about a noticeable change in teacher attitudes and perceptions about differences, an increased comfort level with diversity, and a positive curiosity about learning and trying new strategies. And as one teacher went on to say, "Once we started valuing differences, so did the children. Now, new friendships are forming and racial conflict is almost never seen on the playground any more."

Washington Elementary School, located in Sunnyside, is a K-3 school of over 1000 students. More than 70 percent of these students are Hispanic and most come from homes in which English is not the first language. A self study had suggested that the Hispanic parents "wanted to become participating members of the school community, but did not feel knowledgeable enough about the school to know how to become involved." The school staff decided to develop a bilingual parent handbook. The "Washington Elementary Parent Handbook" or "Guia escolar para padres" is now in its fourth printing. Surprisingly, the handbook has been equally valuable to Anglo parents, who for reasons other than language had been unsure about how to participate more fully in the educational process. As one participant pointed out, "Writing the parent handbook in Spanish sparked a district-wide discussion about communicating more effectively with Hispanic families ... language isn't the only barrier we face." For Anglo and Hispanic families alike, a better understanding of how to work with the school is important.

Reclaiming identity and heritage

Three of the schools shared their perspectives in quiet, yet measured voices. The Nazlini Boarding School, located in Ganado, Arizona, serves 134 Navajo youth in grades K-6. The Yakama Nation Tribal School offers an alternative for 7-12th grade students on the Yakama Indian Reservation in south central Washington. Hotevilla-

Continued on page 2

019906

Multicultural reform efforts

Continued from page 1

Bacavi Community School serves two communities which lie in the center of the Hopi Indian Reservation in northern Arizona.

Though different in culture, these three schools share a common challenge—helping Indian youth bridge the gap

"We needed to first reclaim our identity and heritage, before we could hope to guide our students into the Anglo world."

between their cultural heritage and their American legacy. To be Indian in an Anglo culture is to walk two paths, one laid bare by the purposefulness and values of the generations before and a second that is sometimes visible and oftentimes obscured by the struggles of those who have come more recently. In the words of one teacher, "We needed to first reclaim our identity and heritage before we could hope to guide our students into the Anglo world."

All three schools designed projects that strengthened their heritage yet invited connections. Nazlini Boarding School had begun integrating the Navajo culture into its language arts program, but continued to look for ways to connect their youth with other cultures. Staff at Hotevilla-Bacavi Community School expressed concern with the need to strengthen the school's linkage with the Hopi way of life, yet broaden the students' exposure to other ways of life. Each drew inspiration from the other. Nazlini participated in student and teacher exchanges with the Zia Pueblo and with DeMiguel Elementary School in Flagstaff. Hotevilla-Bacavi Community School sponsored an exchange with Marshall Elementary School in Flagstaff. Despite a continuing land dispute between the Hopi and the Navajo Nations, Nazlini and Hotevilla-Bacavi then sponsored an exchange between their two schools. More than a century of distrust faded some, at least for the youth and parents who participated.

More than 800 miles away, the Yakama Nation Tribal School drew inspiration from the efforts of Hotevilla-Bacavi and Nazlini to reintroduce their cultures into the life of their schools. School staff decided to shift from a language arts curriculum that focused on traditional classics to one that focused more specifically on the Yakama culture. One teacher built a unit around salmon fishing, linking a past in which salmon had been an important part of the subsistence economy of the Yakama people to a future in which salmon symbolized the need to protect the environment. For those at the Yakama Nation Tribal School, multicultural reform became a renewed effort to honor and teach the traditions of the Yakama people. "I changed ... really worked on healing myself and my students—helping us both realize that it is OK to be the best Indian one can."

Creating opportunities to explore differences

DeMiguel and Marshall Elementary School in Flagstaff brought still different needs to the project. Marshall is about 70 percent Anglo and DeMiguel is nearly 90 percent Anglo. For both, the challenge was to create

"Our school population does not include many people of different cultures, [so] we need to create opportunities for our kids to learn about other ways of life, the differences as well as the commonalities."

opportunities to explore other cultures. As one teacher put it, "Our school population does not include many people of different cultures, [so] we need to create opportunities for our kids to learn about other ways of life, the differences as well as the commonalities." Exchanges with schools on both the Navajo and Hopi reservations helped. Yet each sought still other ways of drawing students and teachers alike into a multicultural world.

Marshall School invited students, parents and staff to pick from a menu of opportunities. A course in conversational Spanish was made available after school. Ramson Lomatewayma, a Hopi poet, conducted writing workshops for students. An after-school course based on the Joseph Campbell PBS series on mythology sparked a sometimes heated but always meaningful dialogue on the varied roles culture and religion play in the lives of Marshall families. Differences once overlooked were now valued. "I now see the Navajo way, the Hopi way in our young native learners. I now feel that we need to appreciate these differences, enhance them, and use them to enrich the school."

DeMiguel Elementary School introduced the use of "culture baskets," teaching and learning resource collections representing different cultures. Teachers check each basket out from the library and integrate activities and lessons into their classrooms in unique ways. As one teacher pointed out, "Not everyone starts at the same place, so the 'culture baskets' offer teachers and the kids the opportunity to get involved at multiple levels."

Building on successful efforts

Getting involved at multiple levels describes the several spin-offs that occurred at Davis High School in Yakima, Washington. Davis is rich in ethnic diversity, serving a school population that is about 40% Anglo, 35% Hispanic, 15% African-American, and 10% Asian American. The demands of a comprehensive curriculum and relative autonomy of high school teachers make efforts at school-wide staff development difficult.

At Davis, the chemistry teacher noticed that relatively few Hispanic students took Advanced Chemistry, one of a series of advanced science and mathematics classes needed for college. Convinced that language was the primary issue, he teamed up with the bilingual coordinator to offer the course in both Spanish and English. Faculty in other disciplines became curious and looked in on the experiment, commenting, "If these students can be successful in chemistry, perhaps we've underestimated their

Continued on back page

Sources of additional information

Our goal in this digest is to familiarize you with some of the efforts by rural schools and communities to adopt multicultural reform and to provide you with additional information as you look for ideas, support, resources, and better understanding of this issue. I want to give special thanks to my colleague, G. Pritchy Smith at the University of North Florida, who has contributed to this list. I encourage you to peruse all of the information, and to remember that this list is only a beginning. Have a good journey!

Jenny Penney Oliver
Associate, Rural Clearinghouse

Background, overview, and philosophy of multicultural education

Ayalon, A. (1993, October). *Does Multicultural Education Belong in Rural White America?* Paper presented at the Annual Conference of the National Rural Education Association, Burlington, VT. (ERIC Document Reproduction Service No. ED 364 376)

Banks, J. A. (1981). *Multiethnic Education: Theory and Practice*. Boston: Allyn & Bacon.

Banks, J. A. (1994). *An Introduction to Multicultural Education*. Boston: Allyn & Bacon.

Barnhardt, R. J. (1992). Rural Education and Minorities. In M. W. Galbraith (Ed.), *Education in the Rural American Community* (pp. 239-252). Malabar, FL: Krieger.

Boyer, J. B. (1985). *Multicultural Education: Product to Process*. Kansas City, KS: Kansas Urban Educational Center.

Gollnick, D. M. & Chinn, P. C. (1994). *Multicultural Education in a Pluralistic Society*. Riverside, NY: MacMillan College Publishing.

Harris, L. B. & Wingett, T. J. (1993, February). *Increasing Multicultural Awareness: Understanding the Global Society from a Rural Perspective*. Paper presented at the Annual Meeting of the Association of Teacher Educators, Los Angeles, CA. (ERIC Document Reproduction Service No. ED 355 214)

Kramer, J. L. (1989). Continuing Education in a Multicultural Society: Challenges of Access and Environment. *The Journal of Continuing Higher Education, 37*(1), 2-5.

Multicultural Education [Special issue]. (1993, September). *Phi Delta Kappan, 75*(1).

Multicultural Forum. (Newsletter available from *Multicultural Forum*, P.O. Box 852, Bowling Green Station, New York, NY 10274)

Multicultural Review. (Magazine available from Greenwood Publishing Group, Inc., P.O. Box 5007, Westport, CT 06881-5007)

Ogbu, J. U. (1992). Understanding Cultural Diversity and Learning. *Educational Researcher, 21*(8), 5-13.

Pena, S. J. & Klug, B. J. (1992). *Emergent Multiculturalism: A Rural Model*. (ERIC Document Reproduction Service No. ED 353 257)

Sleeter, C. E. & Grant, C. A. (1987). An Analysis of Multicultural Education in the United States. *Harvard Education Review, 57*(4), 421-444.

Smith, R. C. & Seltzer, R. (1992). *Race, Class and Culture*. Albany, NY: State University of New York Press.

Stephens, G. I. (1993). *Videos for Understanding Diversity: A Core Selection Guide*. Chicago: American Library Association. (To order call 800/545-2433)

Multicultural education in higher education

Adams, M. (Ed.). (1992). *Promoting Diversity in College Classrooms: Innovative Responses for the Curriculum, Faculty and Institutions*. San Francisco, CA: Jossey-Bass.

Astin, A. W. (1993, March/April). Diversity and Multiculturalism on Campus: How are Students Affected? *Change*, pp. 44-49.

Black Issues in Higher Education. (Available from BIHE Subscription Department, 10520 Warwick Avenue, Suite B-8, Fairfax, VA 22030)

Celebrating Cultural Diversity in Higher Education. (1993). Los Angeles: Prism. (3 volume monograph available from Prism Publishing, Mt. St. Mary's College, 12001 Chalon Road, Los Angeles, CA 90049)

Davidman, L. & Davidman, P. T. (1994). *Teaching with a Multicultural Perspective: A Practical Guide*. New York: Longman.

Derman-Sparks, L. & the ABC Task Force. (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. National Association for the Education of Young Children.

Garcia, H. S. & Chavez, R. C. (Eds.). (1988). *Ethnolinguistic Issues in Education*. Lubbock, TX: College of Education, Texas Tech University. (Available from Director of Bilingual Education, College of Education, Texas Tech University, Lubbock, TX 79409-1071)

Hollins, E. R., Kinf, J. E., & Hayman, W. C. (Eds.). (1994). *Teaching Diverse Populations: Formulating a Knowledge Base*. Ithaca, NY: State University of New York Press.

Kendell, F. E. (1983). *Diversity in the Classroom: A Multicultural Approach to the Eduction of Young Children*. New York: Teachers College Press.

Klug, B. J. & others. (1992). *From Awareness to Application: Creating Multicultural Reform despite "Political Correctness." A Case Study*. (ERIC Document Reproduction Service No. ED 342 765)

Multiculturalism and Diversity [Special issue]. (1994). *Phi Kappa Phi Journal, 74*(1).

Noordhoff, K. & Kleinfeld, J. (1993, February). Preparing Teachers for Multicultual Classrooms. *Teaching and Teacher Education, 9*(1), 27-39.

Sources of additional information

Odell, M. & Mock, J. J. (1989). *A Crucial Agenda: Making Colleges and Universities Work Better for Minority Students*. Boulder, CO: Western Interstate Commission on Higher Education (WICHE).

Reyhner, J. (Ed.). (1993). *Teaching American Indian Students*. Norman, OK: University of Oklahoma Press.

Schoem, D., Frankel, L., Zuniga, X., & Lewis, E. (Eds.). (1993). *Multicultural Teaching in the University*. Westport, CT: Praeger.

Taylor, J. & Adelson, Y. C. (Eds.). (1993). *An Inventory of Diversity Programs and Services in Continuing Higher Education*. Washington, DC: NUCEA. (Available from NUCEA, One Dupont Circle, Suite 615, Washington, DC 20036-1168)

The Hispanic Outlook in Higher Education. (Newsletter available from *Hispanic Outlook*, 17 Arcadian Avenue, Suite 202, Paramus, NJ 07652)

The International Educator (TIE). (Newspaper available from International Educator, P.O. Box 103, W. Bridgewater, MA 02379)

K-12 multicultural education

Bloodsworth, G. & Fitzgerald, D. (1993). *A Multicultural Model for Rural At-Risk Students*. (ERIC Document Reproduction Service No. ED 366 589)

Byers, A. M., Maes, S. C., Oliver, J. P., & Spears, J. D. (Eds.). (December 1992/January 1993). Exemplary Multicultural Practices in Rural Education (EMPIRE) [Special issue]. *Rural Adult Education FORUM, 5*(2).

Cockrell, K. (1991, October). *A Rural Professional Development School: University-School Collaboration in a Multicultural Setting*. Paper presented at the Annual Convention of the National Rural Education Association, Jackson, MS. (ERIC Document Reproduction Service No. ED 342 519)

Cortera, M. P. (1982). *Checking for Counteracting Race and Sex Bias in Educational Materials*. Newton, MA: WEEA. (Available from the Women's Educational Equity Act (WEEA) Publishing Center, Order # 2042, 55 Chappel Street, Suite 200, Newton, MA 02160)

Fitzgerald. D. F. & Bloodsworth, G. (1993). Using Multicultural Education to Enhance the Self-Worth of Rural At-Risk Students. In D. Montgomery (Ed.), *Rural America: Where All Innovations Begin*. Savannah, GA: American Council on Rural Special Education. (ERIC Document Reproduction Service No. ED 358 989)

Making the Multicultural Connection for Every Student You Teach [Special section]. (1994, February). *Instructor: The Whole Teacher's Handbook, 103*(6). (For subscription information call 800/544-2917)

Matiella, A. C. (1990). *The Multicultural Caterpillar: Children's Activities in Cultural Awareness*. Santa Cruz, CA: ETR. (Available from ETR Associates, Box 1830, Santa Cruz, CA 95061-1830)

Richard-Amato, P. A. & Snow, M. A. (Eds.). (1992). *The Multicultural Classroom: Reading for the Content Area Teachers*. White Plains, NY: Longman.

Sleeter, C. E. (1992). *Keepers of the American Dream: A Study of Staff Development and Multicultural Education*. Washington, DC: Falmer.

Sparks, W. & Wayman, L. (1990). *Multicultural Understanding in Physical Education*. (ERIC Document Reproduction Service No. ED 318 584)

Spears, J. D., Oliver, J. P., & Maes, S. C. (Eds.). (1990). *Accommodating Change and Diversity: Multicultural Practices in Rural Schools*. Manhattan, KS: Rural Clearinghouse for Lifelong Education and Development.

Teaching Tolerance. (Magazine available from *Teaching Tolerance*, 400 Washington Avenue, Montgomery, AL 36104)

Wilson, P. S. (1993). *An Annotated Bibliography of Multicultural Issues in Mathematics*. (Available from Dr. Patricia S. Wilson, Mathematics Education, 105 Aderhold Hall, The University of Georgia, Athens, GA 30602)

Multicultural education in communities and families

Chavkin, N. F. (Ed.). (1993). *Families and Schools in a Pluralistic Society*. Albany: State University of New York.

Hollifield, J. H. (Ed.). (1993). *How Racial and Ethnic Family and Community Characteristics Affect Children's Educational Achievement*. In Center on Families, Communities, Schools, and Children's Learning (CFCSCL) Report No. 3, pp. 5-7. (Available from The John Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218, 410/516-0370)

Lipka, J. (1986). School-Community Partnerships in Rural Alaska. *Rural Educator, 7*(3), 11-14.

McCaleb, S. P. (1994). *Building Communities of Learners: A Collaboration among Teachers, Students, Families, and Communities*. New York: St. Martin's Press.

Swap, S. (1993). *Developing Home-School Partnerships: From Concepts to Practice*. New York: Teachers College Press.

White, C. & Merrifield, J. (1991). *A Foot in the Door: Rural Communities Involved in Educational Change*. New Market, TN: Highlander Research and Education Center. (Available from Highlander Research & Education Center, 1959 Highlander Way, New Market, TN 37820)

ERIC/CRESS digests on multicultural education

The ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) has published a number of free digests on multicultural education in rural schools, American Indians, Alaska Natives, migrant education, and Mexican Americans. For more information, contact ERIC/CRESS, Appalachia Educational Laboratory, 1031 Quarrier Street, P. O. Box 1348, Charleston, WV 25325, (800) 624-9120.

Bueno Center
School of Education
Campus Box 249
Boulder, CO 80309-0249
(303) 492-5416

Teacher resource center, research and development, consultancy

Center for Cross Cultural Studies
University of Alaska
Fairbanks, AK 99701
(907) 479-7694

Research and development center for Alaska Native education, rural education and development issues, indigenous studies, cross cultural education, distance education, and rural teacher education

Center for Research in Minority Education
University of Oklahoma
601 Elam Avenue
Room 146
Norman, OK 73019-0315
(405) 325-4529

Conferences, newsletter, research re: retention of minority faculty and staff and minority participation in science

Center on Families, Communities, Schools, & Children's Learning
c/o The Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
(410) 516-0370

Newsletter, publications, other materials on at-risk students and developing strong partnerships with communities and families

ERIC Clearinghouse on Rural Education & Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(800) 624-9120

Information and referral, digests, newsletter, publications, electronic bulletin board on material related to rural education, small schools, American Indians, Alaska Natives, migrant education, Mexican Americans, and outdoor education

Martin Luther King, Jr. Center for Non-Violent Social Change
449 Auburn Avenue, N.E.
Atlanta, GA 30312
(404) 524-1946

Curriculum materials, research and archives on Civil Rights Movement, library of print and video materials

National Association for Multicultural Education (NAME)
c/o College of Education, University of Wisconsin, Madison
574 Teacher Education Building
225 N. Mills Street
Madison, WI 53706
(608) 253-6586

Annual conference, publications, advocacy, regional networks; To subscribe to NAME's magazine, Multicultural Education, *write to NAME, c/o Caddo Gap Press, 3145 Geary Boulevard #275, San Francisco, CA 94118.*

National Clearinghouse for Bilingual Education
1118 22nd Street, N.W.
Washington, DC 20037
(800) 321-NCBE

Reference and referral, newsletter, publications, online service

National Council of La Raza
810 1st Street, N.E.
Suite 300
Washington, DC 20002
(202) 289-1380

Publications, conferences, advocacy and community capacity building activities

National Rural Education Association
Colorado State University
230 Education Building
Fort Collins, CO 80523
(303) 491-7022

Annual conference, newsletter, journals

Network of Educators on the Americas
1118 22nd Street, N.W.
Washington, DC 20037
(202) 429-0137

Newsletter, publications, curriculum materials, speaker information

NWREL Program for Indian Education
Patrick Weasel Head, Director
101 S.W. Main Street, Suite 500
Portland, OR 97204
(503) 275-9500

Research and development on effective practices in Indian education, relationship between student success and family involvement, collaboration for change

Project REACH
REACH Center for Multicultural and Global Education
180 Nickerson Street, Suite 212
Seattle, WA 98109
(206) 284-8584

National curriculum infusion and curriculum materials for K-12, staff development and training

Quality Education for Minorities Network
1818 N Street, N.W.
Suite 350
Washington, DC 20036-2406
(202) 659-1818

Publications, research, student internship programs, community outreach centers, technical assistance to universities

Rural Clearinghouse for Lifelong Education & Development
Kansas State University
111 College Court
Manhattan, KS 66506-6001
(913) 532-5560

Newsletter, publications, multicultural database (soon to be completed)

Supporting Diversity in Schools through Family and Community Involvement
600 Norwest Center
St. Paul, MN 55101
phone (612) 224-5463

Newsletter, issue papers, school case studies, school-community partnerships, community outreach

Multicultural reform efforts

Continued from page 2
abilities in our classes." One began offering a Latin American literature class, inviting students to read the works in either Spanish or English. Another wrote an original play entitled "Amor en dos idiomas" ("Love in Two Languages") that students later performed. "The [Hispanic] students began believing they could succeed—that they are a valued part of Davis High School."

Understanding the Process

In her book, *Keepers of the American Dream: A Study of Staff Development and Multicultural Education*, Christine Sleeter suggests that individuals and schools move through a common process albeit along quite different paths. Having inherited institutions that reflect a single culture, we take our first steps toward multiculturalism through isolated initiatives—festivals, weeks dedicated to an ethnic population, or units that focus on the contributions made by Black scientists, for example. These isolated initiatives give way to the integration of multicultural perspectives throughout the curriculum, but both the structure and authority within the school remain unchanged. Gradually, however, the perspectives of different cultures become integrated into the policy formation and decision-making procedures. Finally, schools begin to reflect the norms and values important to sustaining mutual respect and linkages among different cultural groups.

Our work with schools suggests a similar evolution. Schools don't necessarily start at the same point or even move through the process in a linear fashion. What does happen is that as teachers have the opportunity to deepen their own awareness and understanding of cultural differences, they become increasingly able to integrate respect for those differences into every facet of school life. The norms and values of the school begin to reflect this respect until teachers are eventually no longer able to see their efforts in multicultural education as anything unique or different.

Although we can't describe the path any given school might follow, we do believe that a "bottom-up" approach to change is critical. Teachers need to be provided an opportunity to learn about multicultural reform from within the context of projects they are trying to implement at the school. In that sense, staff development must be integrated with school change and must be nurtured over time. Projects should be designed by the teachers themselves, but supported by outside resources and ideas appropriate to the task. Teachers often drew strength from immediate feedback—from their own sense of growth and development and the increased self-esteem they saw among the children. Assessment efforts need to respect these sources of strength, as they are fundamental to helping teachers risk change. Finally, the process by which teachers and schools are asked to initiate multicultural reform must itself respect differences. If we expect teachers to respect differences, then we ourselves must honor and respect the different paths along which teachers develop and internalize an understanding of multicultural reform.

As our communities become more culturally diverse, our institutions and organizations need to develop structures which build on rather than ignore diversity. The different strengths each culture brings to the community offer resources for both economic and social growth. Our work in multicultural reform in rural schools suggests that institutions change because the people who are working within them change. Strategies which respect the individual's capacity to grow and adapt also support the changes needed in institutions.

For more information, contact:

Gwyn Thomas, Principal
Washington Elementary School
1110 S. 6th Street
Sunnyside, WA 98944
(509) 837-3641

Sue Torres, Principal
Hilton Elementary School
Box 685
Zillah, WA 98953
(509) 829-5400

William Draper, Principal
Nazlini Boarding School
Ganado, AZ 86505
(602) 755-6125

Anita Swan, Superintendent
Yakama National Tribal School
P.O. Box 151
Toppenish, WA 98948
(509) 865-5125

Adelbert Goldtooth, Principal
Hotevilla-Bacavi Community School
P.O. Box 48
Hotevilla, AZ 86030
(602) 734-2462

Roz Clark, Principal
DeMiguel Elementary School
3500 S. Gillenwater
Flagstaff, AZ 86001
(602) 773-4000

Ann Mares, Principal
Marshall Elementary School
850 N. Bonito
Flagstaff, AZ 86001
(602) 773-4030

James R. Rigney, Migrant/BELEPS Coordinator
A. C. Davis High School
212 S. 6th Avenue
Yakima, WA 98902
(509) 575-3331

The **Rural Clearinghouse for Lifelong Education and Development**, a national effort to improve rural access to continued education, serves community and state colleges, universities, cooperative extensions, libraries, schools, rural health advocates, community based organizations, and community/economic development providers.

Rural Clearinghouse Digests are published occasionally by the Rural Clearinghouse for Lifelong Education and Development. Upon publication, subscribers to the *Rural Adult Education FORUM* receive a complimentary copy. Additional copies are available for $5.00.

Jacqueline D. Spears, Director
Sue C. Maes, Senior Associate
Jenny Penney Oliver, Contributing Editor
Anne Marie Byers, Editor

Rural Clearinghouse for Lifelong Education and Development
Kansas State University
111 College Court Bldg.
Manhattan, KS 66506-6001
(913) 532-5560